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ABSTRACT

Teachers frequently need assistance in meeting the needs of students with behavior and learning problems. Contacts with peers and other staff usually are informal and do not allow thorough analysis of the problem. The Building Support System model used in some North Dakota schools provides prompt, accessible support to teachers through peer problem-solving. Teachers who have students with problems refer themselves to the building support team, which typically consists of the principal, two or more classroom teachers, and two or more selected resource persons. The team and the referring teacher jointly engage in a structured process of conceptualizing the problem, brainstorming solutions, and planning interventions. Students, parents, and other specialists may also participate in team meetings. Follow-up meetings determine intervention effectiveness and consider special education referral, if necessary. Critical elements in team development include the support of the principal, a commitment to problem solving and group thinking, recognition that procedures and participant skill levels will change over time, and a cooperative spirit among teachers. Appendices include an information document for teachers; team meeting guidelines for the chairperson; a flowchart of the building support-team process; and forms for student referral, classroom observation, team meeting minutes, team suggestions, and team referral to special education. (SV)

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ED 309 011

A BUILDING LEVEL SUPPORT SYSTEM

For Elementary and Secondary Teachers

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INTRODUCTION

A universal goal of the education community is to provide effective programs for all elementary and secondary students. Inherent in such a goal is an ever present challenge to accommodate the individual differences represented by the learner population.

Classroom teachers respond to learner characteristics by drawing from their knowledge and skills in curriculum content, methodology, and classroom management. When barriers to successful performance persist in spite of the teacher's best efforts, a suggestion to share the responsibility for further analysis of the student's needs is likely to be welcomed by most teachers.

This document describes a process through which the responsibility for analyzing a student's needs is shared by the teacher's peers. The teacher is further provided with intervention ideas generated by the group. A support system of this type at the building level can become a reality for every elementary and secondary teacher in North Dakota.

ACKNOWLEDGEMENTS

These guidelines for developing a building level support system were prepared by Rodger Miller and Joan Bonsness. Both are North Dakota educators who have assisted many school districts in successfully implementing a team process as a support system for classroom teachers.

Rodger Miller is director of special education in the Dickinson Public Schools. Under his leadership, building level Resource Teams were introduced in the Dickinson Public Schools some years ago. School administrators in many parts of North Dakota have called on Mr. Miller and some of the Dickinson School principals to provide inservice training in the process described in this document. The appendices include many of the forms and team instructions developed for use in the Dickinson schools. These may be adapted for use by the reader as desired.

Joan Bonsness is a teacher of students with specific learning disabilities at Central Campus High School, Minot Public Schools. She has provided technical assistance in many elementary and secondary schools in North Dakota and other states, focusing on the implementation of a team process in analyzing and meeting the needs of individual students.

Recognition is also given to two resource persons whose consultation has benefitted many North Dakota Schools: **Dr. James Chalfant**, University of Arizona, Tucson; and **Margaret Pysh**, Northern Suburban Special Education District, Highland Park, Illinois.

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GUIDELINES FOR DEVELOPING BUILDING SUPPORT SYSTEMS FOR ELEMENTARY AND SECONDARY TEACHERS

This document presents a model used successfully in some North Dakota schools to provide support and assistance to classroom teachers.

The Building Support System Concept

Although classroom teachers can meet the needs of many students with behavior and learning problems within the regular classroom setting, a teacher frequently recognizes a need to seek assistance. Teachers freely contact peers, principals, counselors, special education personnel and others, but these contacts are usually informal and there is seldom enough time to thoroughly analyze a problem before making suggestions.

The Building Support System model provides day-to-day peer problem solving for teachers within a school building. The system offers prompt, relevant and accessible support to teachers at the classroom level. Teachers who have students with problems refer themselves to the Building Support Team following the procedures set forth according to each building's characteristics and needs.

The team and the referring teacher jointly engage in a structured process of conceptualizing the problem, brainstorming solutions, and planning interventions. Students, parents and other specialists also participate in team meetings. The nature of the student's problem dictates which team members are needed to explore and recommend interventions. The interventions recommended by the team may include school, home and community resources. Follow-up meetings are held with the referring teacher to determine whether or not recommendations are working and to give the teacher any assistance needed.

Team activities may lead the team to suspect that the referred student requires special education services. In that event, further exploration is based on the student's response to the building team's recommendations. In other words, where necessary, the additional exploration provides a natural follow-through for the work done by the building team.

Building level support teams in some North Dakota schools have reportedly been highly successful in generating workable ideas to assist teachers in personalizing the environment and individualizing instruction. There are limited opportunities for teachers to share classroom tested ideas and innovations beyond department meetings at the secondary level or grade level meetings at the elementary level. Support team members cite the opportunity to learn from peers as significant personal outcome of the team process.

What Are The Advantages of Building Support Teams?

The Building Support Team model has advantages for classroom teachers, students, parents, administrators, counselors and special educators.

For classroom teachers, the building support team provides immediate response to classroom needs, encourages sharing of teacher competencies within the building, provides support for personalizing instruction, increases instructional and other skills in teaching students who have unique needs and generalizes interventions to other children in the class. The building team process encourages teachers to maintain ownership of the decision making which leads to the success of their students.

For students and parents, the building support team provides immediate intervention for students, input from a variety of classroom teachers and class settings which facilitates understanding the student in his/her life space. Students and parents have opportunities for input either as team members or by interview, conferences, or through other means.

For administrators and counselors, building support teaming shifts staff concern from frustration to positive constructive problem solving. It improves staff communication and skill.

For special educators, building support teaming provides a way to implement STEP I procedures intended to ensure that each student is provided learning experiences appropriate to his or her age and ability. STEP I is a regular education step, with occasional assistance from special education persons. Building Support Teaming provides the support classroom teachers need while classroom approaches are explored. This model eliminates the need for referral to special education in many cases which otherwise would have led to special education placement. STEP I is essentially a statement of agreement by the teacher, principal, and others ensuring that every possible attempt has been made to provide educational experiences appropriate to the student's age and ability level. It serves a useful purpose even in those cases in which the student must subsequently be referred to special education.

Critical Elements to be Considered in Developing Building Support Systems

Support teams capitalize on the skills of classroom teachers and other building level personnel. The desired benefits of such support teams will be attained most efficiently if certain elements are built into the structure of the team's functioning.

1. Support of the Principal

   The support of the principal is critical in adopting, structuring and implementing the building team concept. The extent of the principal's direct involvement as a team member will vary from one principal to another. However, the leadership role of the principal is vital to the success of the team.

2. A Commitment to Problem Solving and Group Thinking

   Each person on the team must be committed to a spirit of problem solving and to a process of group thinking. As personnel gain experience in sharing ideas around one teacher's concern for a given student, some strategies for problem solving will evolve which will not only benefit the team's functioning but will increase each member's skills in meeting the educational needs of all students.

   To facilitate growth toward problem solving and group thinking, the team members need opportunities to become acquainted with:

   a. Principles of effective listening and team communication.

   b. Techniques of differentiating between student characteristics which require immediate attention as opposed to other important but less critical characteristics or problems.

   c. Techniques of observing behavior, selecting work samples, and recording student information to be shared with the support team.

3. Participants Will Gain Skills Over Time and Some Procedures Will Change

   Initially, the support teams tend to focus largely on interventions to improve the academic functioning of the students discussed. With encouragement and direction, the support teams will become more comfortable in addressing affective concerns of students living in stressful environmental situations which are not conducive to successful school experiences.

In order to assess the team's changes over a period of time it is necessary to plan periodic evaluations of the team's effort as perceived by the teachers who have used the team's services as well as observations of the other members of the team.

Conclusion

The Building Support System will work in buildings where teachers:

1. sincerely desire additional assistance in coping with classroom problems.

2. are willing to ask for help.

3. believe that other teachers possess creativity and knowledge that can be helpful.

4. are willing to try alternative methods in the classroom.

5. welcome an opportunity to work with peers and others in problem-solving efforts to improve instruction for all.

A CAPSULE DESCRIPTION OF A BUILDING LEVEL SUPPORT TEAM

The Building Support Team Process recommended in this document typically consists of the principal, two or more classroom teachers who serve on the team for a specific period such as one semester and two or more selected resource persons who work in that building such as a guidance counselor or special education personnel. Variations will occur depending on the size of the school and other characteristics as explained in the detailed planning process in this document.

These teams meet regularly and invite any teacher(s) to share concerns about a given student's behavior or learning problems. The team then assists the teacher(s) through a problem-solving process which leads to interventions or to alternative approaches to explore.

Much of the success of the team is dependent on the skills of the teachers who serve on the building support teams and on the leadership of the team coordinator.

Although this document will describe the structure of the building team in detail, the special ingredients which bring quality to team members and to the team coordinator are reviewed for the reader on the following page.

General Criteria Of Skills Needed For Teachers to Participate in Building Support Teaming

Classroom experience
General knowledge of curriculum and materials
Interest and ability in assessing learning and behavior problems
Skills in personalizing instruction
Supportive personality
Ability to communicate
Interest and willingness to commit time

Ways The Team Coordinator Can Help Lead the Team's Problem-Solving Efforts

Be alert to group and individual needs and helping each member contribute
Establish time limits
Summarize relevant contributions
State each topic to be discussed
Appoint someone to record recommendations and other pertinent information
Help group members speak to the point
Provide ways for team members to understand the problem prior to the meeting
Prioritize time for problem-solving
Accept solutions generated in teaming without evaluating
Plan ways to obtain more information
Responsibilities for follow-up actions
Schedule follow-up meetings and actions

A PLANNING PROCESS - BUILDING SUPPORT TEAM

A commitment to organize a building support team requires that a careful review be made of the unique qualities and needs of the building. The individual characteristics of the school provides a base for conceptualizing the support team process--a process intended to capitalize on the organizational structure of the building staff. Significant characteristics include the building size, composition of student population, grade or department organizational plan, staffing pattern, extracurricular activities, remedial and other support programs, and staff communication channels.

The beginning phase of organizing a building support team raises many questions:

1. How and when should the concept of a building support team be introduced to all faculty members?

2. Should the principal be responsible for planning or should a planning committee be appointed?

3. What are the responsibilities of the chairperson? How much time will be needed by a chairperson to fulfill these responsibilities?

4. What is the best size team to serve needs of staff and students?

5. How will the effectiveness of a building support team be determined?

It is important to start with a plan that best suits the needs of a given school and staff, as perceived at the time that the system is initiated. As the team gains experience, unique needs of the building will emerge and, in time, will change.

This document is intended to share options and experiences of North Dakota school districts using a building support team process. Drawing from these experiences, the following recommendations are outlined for use by schools planning to organize a building support system.

Providing Information For All Faculty Members

Regardless of the structure chosen for the building support team, it is important that the entire faculty be informed.

A minimum of three to four months will be needed to develop a building plan. A logical time frame is to use the spring months for planning. The plan can then be implemented at the beginning of the new school year.

1. The concept may be introduced at a staff meeting. The principal may share the advantages of a building team and the intent to

initiate such a process. This will allow for discussion prior to the planning process.

2. At a later staff meeting, the principal may announce the committee appointments and the timeline for planning. An opportunity for further discussion will provide for dealing with questions posed by staff members.

The Principal's Role In The Planning Process

As the school's educational leader, the principal's commitment to this project is probably the single most critical element in assuring a successful beginning.

Staff ownership and involvement will be enhanced if a committee can be selected to plan and organize the building support team. The principal may assist the committee by:

1. Being available and involved in the planning process.

2. Arranging for inservice training by inviting experienced North Dakota school districts to share their experience and success with the building team process.

3. Arranging for release time for committee members. From three to five meetings will be needed to complete the planning.

4. Appoint staff members to participate in planning and also some to be members of the ongoing building team.

After the planning committee has been appointed, the planning process will be initiated establishing membership, a chairperson, referral procedures, and a structure for the operation of the building support team process.

Team Membership

Two options are offered for the committee's consideration.

1. A permanent team of 5 to 7 members will be appointed to serve over a period of one to two semesters. In addition, the referring teacher(s) will meet with the team. The advantage of using a permanent team is that the members become very skillful in problem solving and in understanding the system as outlined by the planning committee. Even more important, the structure and communication process of the team meeting becomes very productive because the members have been well oriented in the team process.

   Some secondary schools have felt that the structure of a high school system lends itself more readily to Option 2. However, it has been shown that Option 1 can be used successfully in secondary level schools.

2. This option provides a flexible membership. Only the teachers in whose classes the student is enrolled are included on the team during the time that their student's situation is discussed. Some schools, especially secondary schools, feel that the ownership and involvement of team members can be productive only if they know the student well and have a personal investment in problem solving. The disadvantage of this option lies in the ever changing team membership which does not allow for the ongoing strengthening of a developing team process.

In either Option 1 or 2, it is necessary that the chairperson be totally familiar with the support system plan and be a permanent member of the team. In determining which option to use, the committee setting up the structure for the building support team will need to be familiar with the staff patterns and will need to consider inservice opportunities for the faculty.

Chairperson

The ongoing success of a building team will depend on the leadership of the chairperson.

1. The staff member to be selected as a chairperson must be one who can provide leadership and is respected by colleagues.

2. The chairperson will need one to three hours weekly to adequately prepare for meetings and complete follow-up duties.

3. Options to consider in appointing a chairperson:

   a. A guidance counselor assigned to the building may be an excellent candidate. Generally, the guidance counselor knows all the students and sees staff members on a daily or weekly basis.

   b. Any staff member with leadership abilities for whom a time schedule is arranged to allow carrying out the responsibilities of a chairperson.

   c. A special education person may serve as chairperson. However, caution must be exercised to be sure that having a special education staff member as chairperson doesn't imply that referrals should be limited to students suspected of being handicapped. It is critical to clarify that the team's purposes relate to <u>all</u> students.

4. In preparation for the selection of a chairperson, the committee is encouraged to review the duties of the chairperson listed below (also see Appendix C).

   a. Review referrals with concerned teacher(s). Gather background information from other staff members, parents, and, when appropriate, from the student.

b. Review file information such as group and individual tests, previous teacher comments, and any indications of learning or behavioral trends. Compile information for team meeting such as a referral summary, visual chart, etc., and distribute to team members.

c. During team meeting: lead discussion and facilitate brainstorming ideas for the referring teacher.

d. Distribute minutes to team members and referring teachers. Report back to team on status of students. Resume problem solving at follow-up meeting. Take responsibility for recommendations such as referral to special education or to other agencies.

Which Students To Refer And Through What Method?

1. Type and severity of student problems.

   Teachers should feel free to use the building support team process to discuss needs of any students with apparent interferences to performance--serious achievement problems, behavioral/emotional problems, suspected drug or alcohol abuse, indications of serious family or peer relationship problems.

   To assist in setting up guidelines, the committee may wish to conduct an informal advance poll to determine the kind of problems or student issues for which staff members believe they will want to seek assistance.

2. The building support team process will not replace the Individualized Education Program (IEP) process for handicapped students. The planning of programs for students placed in special education will continue to take place at IEP meetings and will not be called to the attention of the building support team. It should be noted, however, that some students may subsequently be referred to special education after their needs are discussed at the building support team meetings.

3. A written referral is recommended. Some schools have experimented with an informal, verbal contact with the chairperson. However, receiving referral information in writing along with the purpose for the referral provides a good beginning for the chairperson to gather the necessary additional information prior to the team meeting.

   Regardless of the format used, the referral process should be kept as simple as possible (see Appendix A for an information document prepared for teachers and Appendix B for sample referral forms).

The Team Meeting

Time Of Day and Length of Meeting. In most schools it is difficult to meet at the end of the school day because of after-school activities for teachers. Generally, the most convenient time is in the morning prior to the first school period or during the lunch hour.

The recommended maximum time to set aside regularly is 40 minutes. Most schools have found regularly scheduled weekly meetings to be most satisfactory for everyone.

Preparation for the Team Meeting. To make the best use of meeting time, it is recommended that the chairperson summarize information about the student's situation and distribute it to team members prior to the meeting. The chairperson or another designated person may carry out a classroom observation prior to the team meeting. A brief summary of the student's strengths and weaknesses and a visual chart (see Appendix E) may be distributed to team members one or two days prior to the scheduled team meeting.

Presenting the Problem. The chairperson will review the major concerns delineated from classroom observations, referral information from the teacher, conversations with other key persons. The visual chart may be used to reinforce the interrelatedness of problem areas. The referring teacher(s) will then present specific outcomes expected to gain from the team meeting. Other input during this initial part of the meeting is the referring teacher's review of interventions which have been tried and the results of these attempts.

This portion of the meeting may take approximately 10 to 15 minutes.

Generating Intervention Ideas. The chairperson will facilitate the transition from the input portion of the meeting to the brainstorming by team members, being careful to maintain the focus of the team on assisting the teacher with alternative idea suggestions.

A team member will be appointed in advance to record: 1) all suggestions generated which are then given to the teacher after the meeting (see Appendix H, Team Accommodation Form); and 2) minutes of the meeting to be filed in student's folder (see Appendix H - 1).

Three general areas of ideas typically generated, with examples in each area, are listed below:

1. Motivation and classroom management.

   Students with organizational deficits, inability to direct attention, or situations in which there is not a match between the student's background and classroom expectations.

2. Ideas to upgrade achievement and to improve comprehension.

   Peer assistance may be arranged, additional quality time with teachers, modifications of methods.

3. Community and school resources.

   Parents, key persons in the neighborhood, the extended family, groups in the community (church, organizations, city recreation activities), community agencies, school counselors, special education personnel, administrators, consultants.

Follow-Up. A structured process for follow-up is essential. The referring teacher should be prepared to share the strengths and weaknesses of the approaches tried following the team meeting. This is helpful to the referring teacher in order to reevaluate the appropriateness of the interventions which are being implemented. It is also is helpful feedback to the team in planning future approaches.

Follow-up is a vital part of the accountability to which schools initiating building support teams must be committed.

REFERENCES

Many of the ideas presented in the narrative and in the development of tools reproduced in the appendix of this document were adapted from the following references.

Chalfant, James C. Teacher Assistance Teams: A Model for Within-Building Problem Solving. Learning Disability Quarterly Vol. 2, (Summer 1979), pp. 85-96

Chalfant, James C. Ed.D.; Pysh Van Dusen, Margaret Ph.D. Guidelines for Developing Teacher Assistance Teams In Rural Areas. Fall 1982 National Rural Project, Center for Innovation and Development, Murray State University, Murray, Kentucky 42071.

Schmitt, Ida. Procedures to Guarantee an Individualized Education Program For Each Handicapped Student. Department of Public Instruction, Bismarck, ND (1978)

Department of Public Instruction. Identification and Assessment of Students With Specific Learning Disabilities. Special Education in North Dakota, Guide XI, (1984)

North Dakota principals and directors of special education who may be contacted for information and consultation related to the experiences they have had with building level support teams:

Harold Knoll, Principal
Larimore High School

John Salwei, Assistant Principal
Williston High School

Ronald Bommersbach, Principal
Prairie View Elementary, Devils Lake

Norman Jesperson, Principal
Lincoln Elementary, Dickinson

Rodger Miller, Director of Special Education
Dickinson Public Schools

Donald Boehmer, Lake Region Director of Special Education
Devils Lake Public Schools

Department of Public Instruction Personnel

APPENDICES

APPENDIX A

INFORMATION DOCUMENT FOR TEACHERS - TO ACCOMPANY REFERRAL FORM

I. Functions of the Building Support Team

A. The primary goal is to assist classroom teachers or other support individuals with advice, suggestions, and support to stabilize or remediate a presented concern. A second purpose is to provide an alternative to the frequent decision to recommend testing or to consider placement in special education.

B. The following checklist includes many of the observations or impressions which merit referral to the team.

1. Suspected hearing impairment.

2. Suspected vision impairment.

3. Noticeable speech, voice, or language impairment.

4. Failing classes.

5. Chronic behavioral or emotional pattern which significantly interferes with classroom performance.

6. Suspected abuse or neglect.

7. Suspected alcohol or drug use.

8. Need further information or ideas regarding ability, educational achievement, or learning difficulties.

9. Other.

C. The Building Support Team will not be responsible for placement decisions, IEP development for students referred to special education, or for formal evaluations.

II. Structure of Team

A. The recommended team composition is five to six permanent members. Referring teacher(s) will be expected to attend Building Support Team meetings. Other persons will be invited as needed.

1. Recommended permanent team members:

a. Principal or designate

b. Guidance counselor

c. Three classroom teachers

d. One special education staff member.

2. Other support staff, such as school psychologist, vision and hearing teachers, and nursing staff, will be available as deemed necessary by team or chairperson. Parent or student may participate where and when appropriate.

3. Teachers will serve on a voluntary basis for a minimum of one semester; most schools recommend a one or two year period.

B. Many secondary programs recommend that the guidance counselor be chairperson of the team, assisted by the special education director or other administrative members of the secondary school.

III. Format

A. Orientation provided chairperson and team member as to responsibilities (see Parts IV and V).

B. Observation of student referred may be made by chairperson or other team members prior to team meeting.

C. Minimum of two meetings per referral to ensure that follow-up is not neglected. An exception is made when the team concludes that immediate testing is urgent.

1. The first meeting provides the team with relevant information, brainstorming (solution-finding) is carried out and the teacher is provided intervention ideas.

2. The second meeting is to evaluate the appropriateness of the interventions tried.

3. Staff member making referral may report back to the team at any time through chairperson regarding further recommendations.

D. A list of students referred to the Building Support Team shall be maintained. These are reviewed annually to analyze who is referred, how often, extent to which the team is used by building staff, and whether outcomes are satisfactory (see Appendix I).

IV. Chairperson's Responsibilities

A. Gather information from staff and other key persons, records, or observations regarding the student referred. Prepare information for team.

B. Set meeting time and place.

C. Organize and facilitate meetings, assist team in searching for solutions.

D. Monitor/follow-up of team recommendations.

E. Appoint team member to serve as secretary. Secretary will record minutes of the meetings and may assist with reviewing and preparing information for team meeting.

F. Chairperson determines whether other personnel such as special education staff members or director may need to attend meetings or assist with review of information.

V. Team Responsibilities

A. Be willing to serve at team meetings for a minimum of one year.

B. Share leadership at team meetings and share responsibility for follow-up with staff, students and parents.

C. Be prompt for meetings; notify chairperson if cannot attend.

D. Refrain from commenting on solutions suggested during the team meeting; all solutions/suggestions are to be considered by referring staff member(s) to determine appropriateness.

APPENDIX B - 1

REFERRAL FORM # 1

Student's Name: _____ Date of Request: _____

D.O.B.: _____ Age: ____ Grade: _____ Referring Teacher(s):_____

Parents: _____ Address: _____

Phone Number: _____ _____

Physical/Medical (Hearing, Vision, Medical)

1. Status of student's hearing. Normal _____ Recommendation(s): _____

_____

2. Status of student's vision. Normal _____ Recommendation(s): _____

_____

3. State any other pertinent physical/medical information. _____

_____

_____

_____

_____

School History

1. Has the student ever repeated a grade? Yes _____ No _____

2. Comments made by previous teacher(s) regarding this student (socially, academically, behaviorally, etc.): _____

_____

_____

_____

_____

_____

_____

_____

3. Previous testing information: None _____. Results of Individual or Group Testing (achievement, intellectual, speech/language, etc.): _____

_____

_____

_____

_____

4. What classroom intervention or modifications have already been attempted?___

5. Pertinent information/contacts regarding home/family: _____

Present Status

1. List student's present strengths and weaknesses (academic, communication skills, social, behavioral, etc.):

Strengths: Weaknesses:

2. Describe what types of things interest or motivate the student. _____

3. Describe what you would like the student to be able to do that he/she is not presently doing. _____

4. Other:

APPENDIX B - 2

REFERRAL FORM # 2

This form is recommended in buildings where the more complete form is considered too lengthy to expect of teachers; chairperson then gathers additional information from teachers.

TO BE COMPLETED BY STAFF MEMBER(S) OR ADMINISTRATOR(S) AND GIVEN TO CHAIRPERSON OF TEAM.

Teacher _____ Class _____

Student _____

Type of Concern:

_____ Suspected vision or visual-perceptual problem

_____ Suspected hearing impairment

_____ Noticeable speech, voice, or language impairment

_____ Suspected learning disability

_____ Student is failing classes

_____ Chronic behavioral/emotional problems

_____ Possible drug and/or alcohol abuse

_____ Suspected abuse or neglect (may be handled by counselor or administrator)

_____ Other: _____

Other pertinent comments:_____

_____

_____

_____

Chairperson will contact staff member for further information. Staff member will be asked to attend Resource Team meeting and have responsibility to problem-solve with the team on considering possible solutions to the problem.

APPENDIX C

GUIDELINES FOR CHAIRPERSON

The chairperson carries the responsibility for ensuring that the team achieves the stated objectives for each meeting. There are seven guidelines which may help a chairperson fulfill this responsibility:

I. Prepare for meeting:

   A. Inform team members of meeting time and place, and distribute referral information.

   B. Ask each team member to read the referral information, note the interrelationships of problem areas, and consider questions to be raised at the meeting.

II. Call the meeting to order; begin promptly at the time announced in advance.

III. Appoint a team member to serve as recorder.

   A. Record all suggestions made, to be given to the teacher (see Appendix H).

   B. Record minutes to be filed in student's file (see Appendix H).

IV. Begin the discussion:

   A. Review the reasons the referring teacher requested the meeting.

   B. Summarize the student's problem areas.

   C. Ensure that everyone has a common understanding of the student's situation.

V. Ask the referring teacher to state his or her expectations and help the group negotiate a specific objective for the meeting.

VI. Lead the group's problem solving efforts:

   A. State each topic to be discussed.

   B. Establish time limits.

   C. Help group members to speak to the point.

   D. Summarize relevant contributions.

   E. Be alert to group and individual needs; help each member contribute.

VII. Schedule the follow-up meeting.

APPENDIX D - 1

OBSERVATION FORM #1

Student Name: _____

Classroom Teacher: _____

Date: _____

Time of Day: _____

1. Reason for Observation: _____

_____

_____

2.

OBSERVATION MADE	INFERENCES DRAWN
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

RECOMMENDATIONS: _____

_____

_____

_____

_____

OBSERVER: _____

APPENDIX D - 2

OBSERVATION FORM # 2

Student Name: _____

Teacher: _____

Grade: _____ Date: _____

Time of Day: _____

1. Activity Being Observed:

2. Behavior Observed in Sequence (include approximate time):

On-Task	Off-Task
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Other Observations, if any:

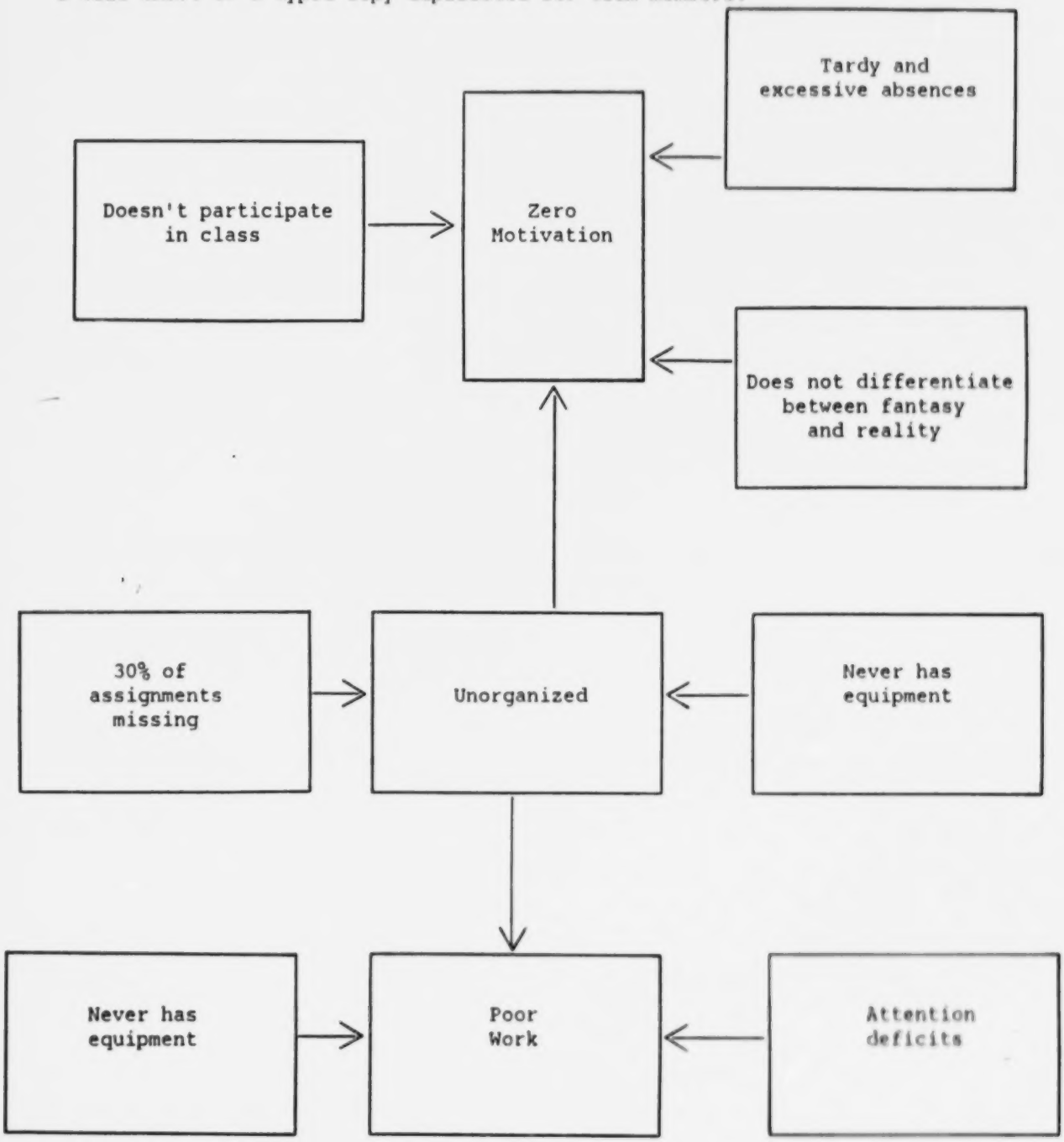
4. Recommendations:

Observer: _____

APPENDIX E

Visual Chart

The chairperson prepares a schematic summary of information gathered in advance so that the team can see how the student's situation is perceived. This may be a wall chart or a typed copy duplicated for team members.



APPENDIX F

TEN RULES FOR BUILDING SUPPORT TEAMS

1. Chairperson assigns responsibilities:

   a. Who will diagram the referral information? (See Appendix E)

   b. Who will observe classroom behavior? (See Appendix D)

   c. Is evaluation necessary? If yes, who will make the necessary contacts?

   d. Who will contact parents, if necessary?

2. Each team member is to be there on time.

3. No team meeting will last longer than 40 minutes (or whatever length has been established by the planning committee).

4. Chairperson follows checklist of tasks and carries out responsibilities.

5. Begin the meeting by summarizing the referral to ensure that all team members understand the reason for the referral and the student's situation as perceived.

6. Stay on track. Keep your comments limited to the point being discussed.

7. Reach a consensus regarding the specific problem areas prior to brainstorming solutions.

8. While brainstorming, no one is allowed to comment on any suggestions (commenting on the suggestions would cause premature decisions about solutions and would unnecessarily limit the number of potential solutions).

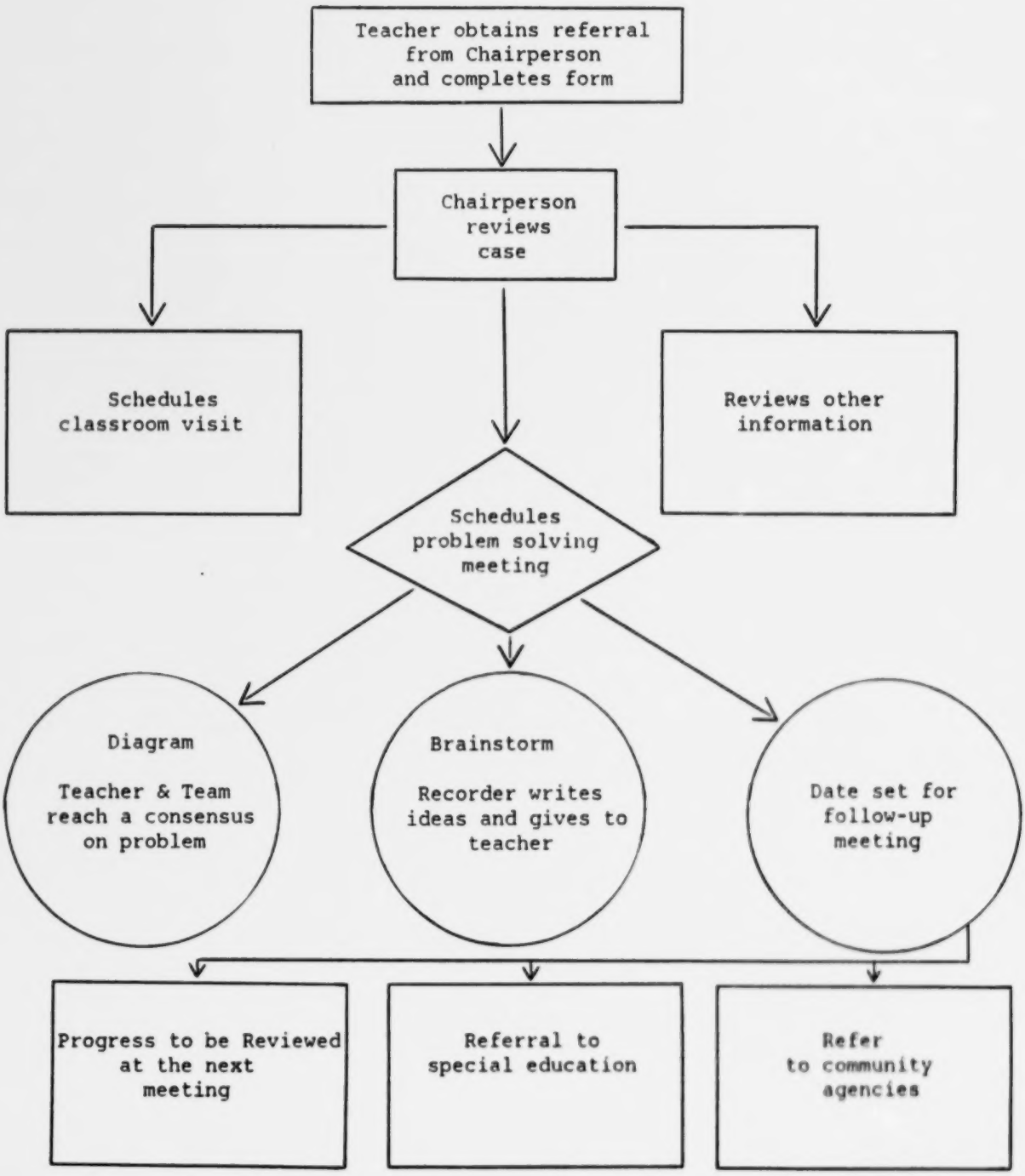
9. The referring teacher selects the one or two brainstorming techniques he/she would like to try.

10. Date of follow-up meeting (no longer than 30 days).

APPENDIX G

THE BUILDING SUPPORT TEAM PROCESS

FLOWCHART


Teacher obtains referral from Chairperson and completes form
Chairperson reviews case
Schedules classroom visit
Reviews other information
Schedules problem solving meeting
Diagram
Teacher & Team reach a consensus on problem
Brainstorm
Recorder writes ideas and gives to teacher
Date set for follow-up meeting
Progress to be Reviewed at the next meeting
Referral to special education
Refer to community agencies

APPENDIX H - 1

TEAM MEETING MINUTES*

The team minutes include the discussion through which consensus of the team was reached. The outcome of the discussion will state the student's problem as perceived by the team, the interventions to be tried as concluded by the teacher with the team's assistance, and an agreed upon date for follow-up.

STUDENT: _____ TEACHER: _____

TEAM PARTICIPANTS: _____

_____

DISCUSSION: _____

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*Place form in student's cumulative file. If the student is later referred to special education, this form is placed in the student's special education file.

APPENDIX H - 2

TEAM ACCOMMODATION FORM

This form is for the referring teacher's use after the team meeting; it is not to be placed in the student's file. All suggestions generated at the meeting are listed so that the teacher may review them later. In this way, even those suggestions which were not viewed at the meeting as being the most appropriate, can be recalled later for the teacher's consideration. The column at the right allows the teacher to record the results for any interventions considered and/or used.

Student _____

Teacher _____

Date _____

Suggestions	Results
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

APPENDIX I

RECORD OF TEAM REFERRALS

Building _____ Chairperson _____

1	2	3	4	5	6	7		8	9	
Date	Student Name	Age	Grade level	Presenting Problem (Academic Behavior, etc)	Please write date for each time this student was discussed	Check yes/no if problem corrected by working with parents, curriculum, behavior program, etc		If evaluation was needed, what type was done?	Was this student placed in a special services program?	
						Yes	No		Yes	No